

22nd Annual ATEG Conference Presentation Abstracts  
Prince George's Community College  
Largo Maryland  
July 29-30, 2011

**Monique Leslie Akassi, PhD**  
**Morgan State University**

Teaching Grammar To African American Students Through *Neo Hybrid Pedagogy*

This presentation will share findings from a quantitative research design to compare effective teaching methods of instruction used to improve African American students' grammar, writing, and enlighten educators on how to produce better writers—comparing three different writing pedagogies, namely *Process Pedagogy*, *Current Traditional Rhetoric*; and *Neo Hybrid Pedagogy*. Findings from the research conclude that African American students in Freshmen English Study courses produce higher scores on their writings compiled in writing portfolios when they are exposed to a teaching writing methodology that consists of a hybrid between the academic discourse that is highly influenced by mainstream society's methods of instruction and approach closely related to African American students' social discourse and their cultural background within the African descent-- known as *Neo Hybrid Pedagogy*.

**Amy Benjamin**  
Educational Consultant, author, and co-president of ATEG

Like a Jedi Master Teach Grammar You Can, Yes."

Yoda, as everyone knows, has a unique way with the English language. With a little modeling, students can create sentences the way Yoda does. When they do, it comes to light that identifying subject and predicate is a snap!

**Gay Claiborne**

University of Maryland University College

**Using Orton-Gillingham to Teach Grammar**

As an instructor of both lower-level and upper-level university courses, I've noticed that students respond positively—by enjoying coursework activities and retaining the material covered—whenever teaching techniques are employed similar to those utilized for instruction with dyslexic students (according to the Orton-Gillingham method). Such techniques are non-traditional, highly individualized, playful, and multi-sensory.

**Yvonne Cranmer**

Associate Professor of English as a Second Language  
Prince George's Community College, Largo, Maryland

**Coding Errors in the Writing of ESL Students**

Students who are learning English as a second language produce a great many grammatical errors in their writing. The task of guiding a greatly diverse and differently-skilled body of ESL students toward greater grammatical accuracy can seem a daunting one. The presenter has developed a coded-error practice to address this task, which involves coding of errors, student self-analysis of coded papers, grammatical error prioritizing, and student learning specific strategies in editing for their own particular priority profiles.

**Stanley Dambrowski**

University of Maryland University College  
College Park MD

**Sentence Combining to Teach Concepts of Grammar**

Sentence combining, a method popular 30-40 years ago but fallen into disuse, is an engaging way to help beginning college writers and teach the concepts of grammar. Students develop the judgment to choose options effectively by seeing differences in cohesion, clarity, and emphasis. The grounding in sentence combining provides work in a spirit of play, enabling students to master concepts of grammar and describe their revision processes with a precise, technical vocabulary.

**Bonnie Devet**

College of Charleston  
Charleston South Carolina

## Pedagogical Functions of Grammatoons

Most English teachers have a folder bulging with single-panel or strip cartoons based on grammar or writing- what I call "grammatoons." This presentation shows how grammatoons have important pedagogical functions: they introduce principles of language and writing; they help students understand their own misconceptions, and they generate student writing.

**Pam Dykstra**

Author, Educator

## Bicycles, Baskets, and Boundaries

Come ride into the world of writing on a bike. The subject and predicate (two wheels) connect to form a stable structure, which can then carry additions (baskets) on the front, middle, or back. Through this image, students see how the whole communicates meaning, how the parts relate to the whole, and how punctuation signals these connections.

**Jeanette Gerrity Gomez**, Assistant Professor

Department of Language Studies, Prince George's Community College

## Writing with an Accent: A Discussion of Error Correction and Grammar Instruction for International Students

We expect international students to speak with an accent, but do we ever consider that they might *write* with an accent as well? The presentation will discuss how to advocate for international students by encouraging colleagues across disciplines to be aware of grammar points which could be considered as "accent."

**Martha Kolln**

Founder of ATEG, Professor Emeritus, Penn State, Author

## Definitions, Determiners, and Diagrams

The first D of the title is a call for ATEG to take back the definition of grammar that the NCTE misappropriated some four decades ago--a call to defend Grammar's good name.

**Helene Krauthamer**

University of the District of Columbia

"Letting the Students Teach Grammar: An Analysis of Student Reflections"

For the past few years, I have taught Advanced Grammar to college students by asking them to select a chapter from the textbook *Understanding English Grammar* by Martha Kolln and Robert Funk and teaching the chapter to the class. The result has been high pass rates for the class and the final exam, as well as high retention. Furthermore, students have developed highly original ways of presenting grammar lessons, resulting in very enthusiastic classes. In the past semester, I added a required reflective essay from the "professors" to assess how they benefited from the experience. In this session, I will discuss their reflections, analyzing how they perceive themselves as teachers, how they perceive the responses of the students, and how they responded to the actual content of grammar.

**Lorraine Johnson**

Retired kindergarten teacher, Prince George's County Schools, and PGCC Grammar Student

Grammar in Kindergarten

*Should Grammar Be Taught?* The goal of this presentation is to share the results of my action research that demonstrates that children are ready to learn grammar at the time they begin their formal schooling.

**Dallin Oaks**

Brigham Young University  
Provo Utah

Grammar Teaching and the Development of Critical Thinking Skills: Some Specific Examples

In the curriculum wars that surround the place of grammar in a liberal arts education, many literature and composition instructors seem to assume that grammatical study and understanding is at best only a marginal contributor to the development of the critical thinking skills that liberal arts students are expected to acquire in their various majors. But grammar instruction, when carefully contextualized, can be a powerful medium for the teaching of a variety of critical thinking skills. In my presentation I will show some examples of how this is so.

**Desmond Sawyer**

Hillsboro Community College, Denton Florida

'A First-Aid Approach to English Grammar: Re-Introduce Latin to the Curricula'.

I want to examine not just the influence of Latin on English, but raise the awareness that studying Latin is a less burdensome path to learning English Grammar.

I shall discuss the influence of Latin on English with solid examples. Then I shall show how the study of Latin is an alternate route to studying English. This will lead me to depict the benefits of this classical subjects; vocabulary, word formation, etc.

**Anuradha Vadrevu and Sherry Saylor**

Mathematics and English Departments, Prince George's Community College

“English and Mathematics – Order in Both Courts”

People often fear mathematics as something outside their everyday experience, but they are much more at home with the English language since they speak it every day. This playfully interactive demonstration shows that both English and math have a definite order of operations. “Please excuse my dear aunt Sally” is both an English sentence in subject- verb - object order and also a mnemonic for remembering the order in which operations are completed to solve an equation ( parentheses, exponents, multiplication, division, addition, subtraction). This idea germinated as a skit to demonstrate great teaching at PGCC's Great Teachers' Conference this past spring. It is still a work in progress!

**Beth Rapp Young, Assoc. Professor, English  
University of South Florida**

Activities for Teaching Grammar Online

As online instruction becomes increasingly common, many of us are expected to teach grammar over the Internet. Fortunately, the Internet environment makes some activities possible that would be difficult to do in a face-to-face classroom. This presentation will share some of these activities from my senior-level college course, "Modern English Grammar," a course that has won an international WebCT Exemplary Course Award. Activities shared will include: Grammar Slot Machines, Perceived Grammaticality Quick Polls, Be Finder, Preposition Finder, and Word Guess.